

Indiana's Response to Intervention Academy



Professional Learning Community

Wilson Elementary School

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Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

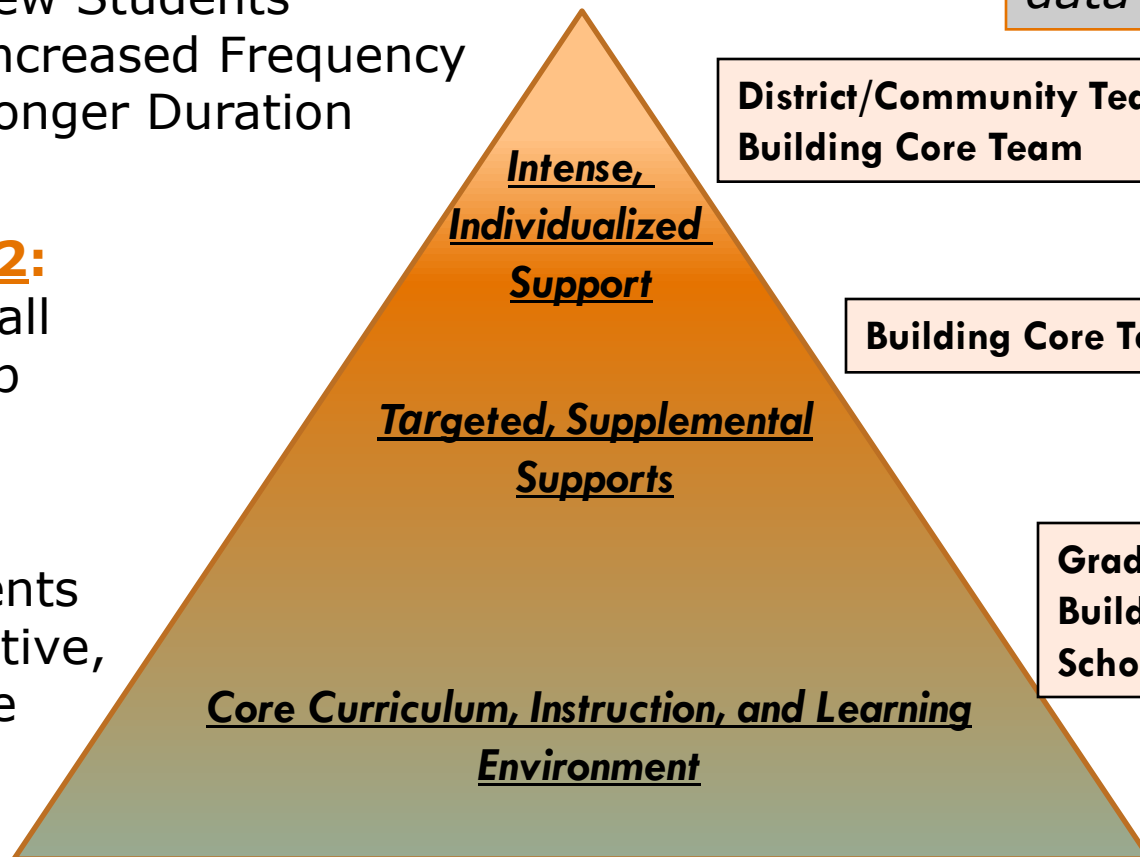
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Services across tiers are fluid and data-driven

Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ Our Professional Learning Community is the driving force of our school. Our staff feels that our PLC is well established.
- ❑ We have developed grade-level Power Standards. Our whole group mini-lessons, in which all students participate, are based on the core standards.
- ❑ Data-analysis - Our PLC has decided on several assessments that are analyzed. We look for areas of strength and concern. We also look for any gaps between our subgroups. From this data, each teacher develops small, flexible groups.
- ❑ From these assessments and classroom performance, teachers also develop more tailored instruction for those students still struggling. We have a Community in Schools person that works with students 3 days a week. We have a remediation/IC Facilitator at our school. Our Special Needs Coordinators also provide insight, support, and resources for at-risk and identified students. In addition to this, we have a School Psychologist/IC Facilitator that is available to help in our building.
- ❑ Within our philosophy that all students can learn, we strive to reach all students needs in an inclusive setting. This may also provide additional support to other students in need of more intensive and individualized services.



WES

**Working to
Educate all
Students**

Our Learning Community, Our Family





Why Have a Support Team?

- To support one another and enhance a sense of community.
- To strengthen and enhance our teaching styles.
- To strengthen differentiated instruction, process writing, and other school initiatives.
- To better meet the needs of our students in order to increase academic achievement.

PLC (Support Team)

- The driving force behind our school!
- We meet monthly.
- We have representation from all grade levels - everyone has a voice.
- Agendas are provided ahead of time.
- Meeting Minutes are kept and then reviewed at the beginning of the next meeting.
- A synopsis of the meeting is included on the weekly memo, which all staff receives.
- All strategies and ideas initially go through our PLC.
- Representatives then discuss strategies/ideas with their grade level colleagues to gain a deeper insight.



For Instance

- We developed school norms at the beginning of this year.
- Our PLC discussed possible norms and our school's needs.
- Representatives then discussed these with their grade levels.

Staff members are:

- to be on time for meetings
- come with necessary materials
- to practice active listening




Peer Coaching/Mentoring

- Provides all teachers, including team members, with individual support.
- Observe and model best practices.
- Teachers meet with Mrs. Kischnick, our principal, to select a support team member based on their goals and needs.
- First semester, the teacher will observe the support team member modeling the goal area/need. The visit is approximately 30 minutes in length.
- The teacher will then meet with the support team member to discuss the visit.



A teacher meets with Mrs. Kischnick at the beginning of the year to select her support team person. She will also receive a copy of her goal.

- 
- Follow-up conferences allow collaboration and foster teacher growth in the goal/need area.
 - The support team members are available for more visits or conferencing, if desired.
 - The support team members keep all notes, which are turned into our principal for PL221 documentation.
 - Support team members take part in this process, as well.
 - The overall goal of this program, is to SUPPORT teacher growth and development.



Student work is being discussed between the “Primary Care Physician”, or General Education Teacher and the Special Needs Teacher.

A first year teacher reflects with his mentor.



Study Groups

- Focus of study is based on school initiatives and needs.
- Teachers sign up for the group that best addresses their individual needs.
- Groups meet once weekly for twelve weeks.
- Each member must complete a 3-2-1 Activity form for each meeting.
- From the reading a list of strategies is developed.
- The teacher leader also keeps a Meeting Record Form that lists tasks/topics for the meeting, summarizes key finding/decisions/conclusions, and task the next meeting.
- The teacher leader keeps all forms and turns them into our principal.
- These are documentation for our PL221 plan.



Study Groups

PURPOSE:

- Research best practices.
- Decide on which strategies would best benefit our students based on data- analysis.
- Faculty then meets to discuss and begin the elimination process.
- Strategies selected fit into our existing programs and philosophy.

Common Planning Time

- Each grade level has daily common planning time.
- During this time, teachers are able to collaborate and develop plans/units of study.
- They share ideas and thoughts on how to differentiate those units.
- They discuss assessments/data and how to tailor instruction to individual students.



*Two fifth grade
classrooms join for
a Spelling Bee
Challenge!*



*Grade Level
Collaboration*



*A Second and Fourth
Grade Teacher reveal
the final student
product which resulted
from collaboration and
planning a
differentiated unit on
The Keeping Quilt
and The Patchwork
Quilt .*

*Collaboration at its
Best!*



Weekly Grade Level Meetings

- Each grade level meets once a week with Mrs. Kischnick, our principal, from 2:10 – 3:10.
- This is in addition to the common planning time.
- Agendas are provided at the beginning of the year that contain the date and topic to be discussed.
- During these meetings, a large emphasis is placed on data-analysis.
- Meeting Record Forms are filled out by each grade level leader. A copy is then given to each member and Mrs. Kischnick.

Grade Level Planning Days

- This is in addition to the common planning time and grade level meetings.
- Agendas are provided at the beginning of the year that contain the date and topic to be discussed.
- Topics focus more on PL221 initiatives, fidelity, and best practices.
- Meeting Record Forms are filled out by each grade level leader. A copy is then given to each member and Mrs. Kischnick.



Mrs. Kischnick meets with second grade teachers during their weekly grade-level meeting.



Mrs. Kischnick meets with third grade teachers on a grade-level planning day .

Professional Development

- Every Wednesday morning we meet as a staff.
- These meetings provide us with vertical articulation, discussion across grade levels.
- Agendas are provided at the beginning of the year that contain the date and topic to be discussed.
- Topics typically focus on PL221 initiatives and best practices.
- This also provides us with an opportunity to share information regarding upcoming events.
- Study groups also take place during this time.

Our



Leaders



Staff Meetings

- The goal of our staff meetings is to not only share vital information, but also to empower teachers and foster a sense of community.
- At the beginning of each meeting, we take a few minutes to share questions, concerns, and celebrate events.
- Meetings are led by teachers on predetermined topics which revolve around our PL221 plan and school needs.
- These meetings also provide opportunity for vertical articulation.



Voluntary Workshops

- We also have voluntary workshops that are led by teachers.
- These are based on our PL221 plan and our teachers' needs.

For instance, we have offered:

- Curriculum Mapping
- Writer's Workshop
- Odyssey Training, Grade Book, STI
- Versatiles and Rocket Math
- Guided Reading
- Positive Behavior Management
- Inclusion
- Poverty

Walk-Throughs

- At the beginning of the year, teachers can sign up to do walk-throughs with the principal.
- Teachers receive a schedule. Only the teacher's name and week of the walk-through is listed.
- All walk-throughs are a surprise.
- During the week, every grade level is visited.
- Teachers are given a form that contains prompts to help facilitate their observations.
- This process is non-evaluative.
- Reflective questions are then presented during the weekly grade level meetings.



Purpose:

- Accountability/Fidelity
- Best Practices
- Provide feedback to teachers
- Allows teacher to gain ideas



Here a brief discussion occurs of what was observed.

12 POWERFUL WORDS	
Trace	List in steps
Analyze	Break apart
Infer	Read between the lines
Evaluate	Judge
Formulate	Create
Describe	Tell all about
Support	Back up with details
Explain	Tell how
Summarize	Give me the short version
Compare	All the ways they are alike
Contrast	All the ways they are different
Predict	What will happen next



- Are the Essential Questions posted?
- Does the lesson/work match the Essential Question?
- Are the components of our PL221 plan being implemented?
- Are students on-task and engaged in meaningful learning?
- Are small, flexible groups being conducted?
- Are learning stations being implemented?
- Do the students know expectations, if asked?
- How is the classroom management?
- Is the classroom atmosphere/environment conducive to learning?



Balanced Math

- Research-based information and best practices were provided to the staff by the Balanced Math study group.
- Further collaboration took place during Wednesday morning meetings, grade level meetings, and grade level planning days.
- Each grade level also collaborated to develop a list of math and science manipulatives.
- As a staff, we developed common math vocabulary.
- Journal responses were also developed by grade levels.
- Daily Math Review was implemented.
- Through collaboration, third through fifth grade teachers agreed to combine their journal responses with the Daily math Review.

Daily Math Review

1.

Write the number below in word form:

453

Place Value

2.

10×4

Multiplication

3.

$28 \div 7 =$

Division

4.

Subtract. Estimate or add to check answer.

$2,004 - 1,413 =$

Conceptual Unit
(Add and Subtract Whole Numbers)

5.

Write a fraction for the shaded part:

Fractions

6. Jason collected books. He had 13 mysteries, 5 insect books, 7 joke books, and 21 picture books. How many books did he have in all?

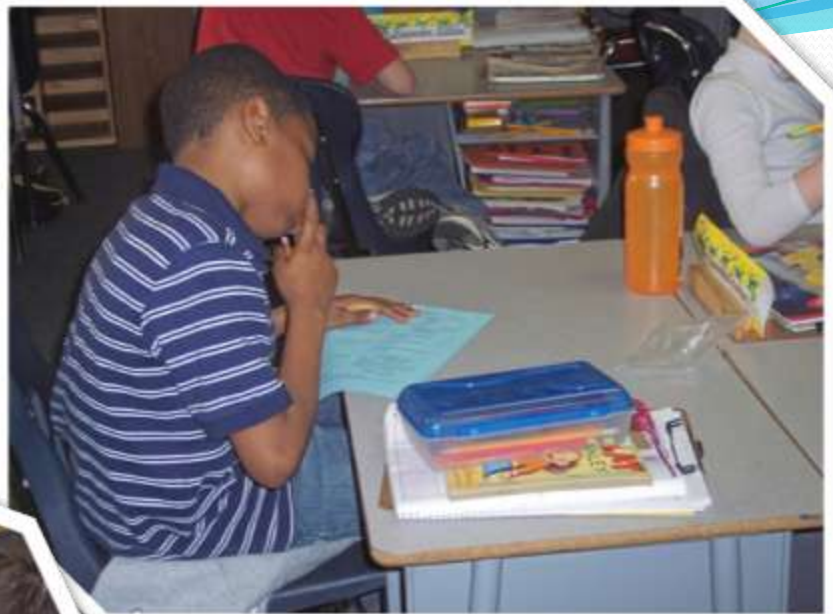
Problem Solving

7.

Mental Math 1. _____ 2. _____ 3. _____

8. Explain what was hard for you.

*Here students work on their
Daily Math Review.
Students must also journal
as part of this.*



Data Analysis

- School-wide benchmarks (Curriculum Frameworks)
- Acuity
- ISTEP⁺
- DIBELS
- Scholastic Reading Inventory
- Scholastic Reading Counts
- Writing Portfolios
- Daily Math Review

School-Wide Benchmarks

- We give benchmarks three times a year in the areas of reading, writing, and math.
- These are pulled from the Curriculum Frameworks.
- These are analyzed during weekly grade level planning times in order to determine student strengths and any areas of concern.
- Based on areas of concern, strategies/best practices are implemented.

Acuity

- Our third through fifth grade students take this test 3 times a year.
- It is a computer-based program; however, each test contains 2 applied problems.
- After administering, the results are analyzed to show student strengths and areas of concern.
- Goals are set with students.
- It is our expectation that all students know their goal.

DIBELS



Here a kindergarten teacher administers a DIBELS assessment.

- Assessment tool we use for kindergarten through second grade.
- We utilize both the reading, which assess the five components.
- This year, we have begun using the math portion.
- Contains a progress monitoring component which contains record-keeping charts, and scoring sheets. These can be compared, as well as, maintained over a period of time.
- Benchmarks are given three times a year.
- The frequency of progress monitoring depends on where the student is academically.



*A second grade teacher helps
a student with a Reading
Counts test.*

SRI & SRC
are both
computer
based
programs
that help
with
monitoring
student
progress in
the area of
reading.



*Here a fifth grade student
takes a Scholastic Reading
Inventory test.*

Writing Portfolios

- To monitor students' progress in writing, we utilize writing portfolios.
- These portfolios are used to chart growth of student writing progress.
- Portfolios contain a minimum of four writing pieces obtained throughout the year.
- All entries are graded according to the Indiana Standards Rubric.
- A chart is maintained to monitor student growth.
- In addition to this, all teachers keep a Daily Status of the Class. This helps teachers monitor student progress as they move through the writing process.
- One essential piece of the writing process is teacher /student conferencing. This allows all students to have one-on-one instruction regarding each written piece. This requires the student to reflect on his/her writing and discuss strengths and weaknesses.

So What Does This Mean?

- After analyzing all of the data, our teachers use the information to drive their instruction.
- Small, flexible groups are formed based on this information.
- Our Power Standards are reevaluated at the end of each school year. We choose these based on our students' needs. These standards are essential in order to provide the foundation for the next grade level.

Differentiated Instruction

- Wilson's Mission Statement is, "Working to Educate all Students".
- Our staff believes that all children can learn.
- We have implemented standards based mini-lessons for each subject based on grade-level power standards.
- We utilize small, flexible groupings with instruction tailored to each group.
- We utilize a variety of activities that challenge children's minds, build their skills, build self-esteem, and motivate students to learn.



All students receive grade-level instruction based on state standards.



All students receive more individualized instruction in small, flexible groups based on data analysis.

Learning Centers







Writer's Workshop



A small group of fourth graders receive feedback during group conferencing.





Below, a third grade teacher facilitates a guided reading group based on reading levels. Levels are determined through data analysis.

Above, third grade students receive remediation instruction using Voyager Passport facilitated by the general education teacher. This program focuses on the five reading components.





*Our reading remediation teacher
facilitating a small guided reading
group.*



*Our Communities in School's person
works with two students.*

Compass Odyssey



Below a first grade student practices multiplication.

A third grader is learning about the human body. Did that just ask him where the esophagus is?



Instructional Consultation Team



Critical Assumptions of Instructional Consultation Teams

- All students learn.
- Early intervention is preferable to waiting for failure.
- The critical arena for intervention is the student-teacher relationship within the general education classroom.
- The instructional match and setting is the focus of problem solving.
- A problem-solving community is the foundation for professional and student learning.
- Teachers, as professionals, are entitled to consult and collaborate.
- Change is a process, not an event.

Goal:

- Enhance, Improve, Increase student and staff performance

Objectives:

- Develop a systematic support network within each building, including a trained IC team facilitator and a trained Instructional Consultation Team.
- Enhance teachers' skills in and application of best practices of instructional assessment and delivery.
- Develop school-wide norms of collaboration and problem solving.
- Utilize data for classroom and school decisions.

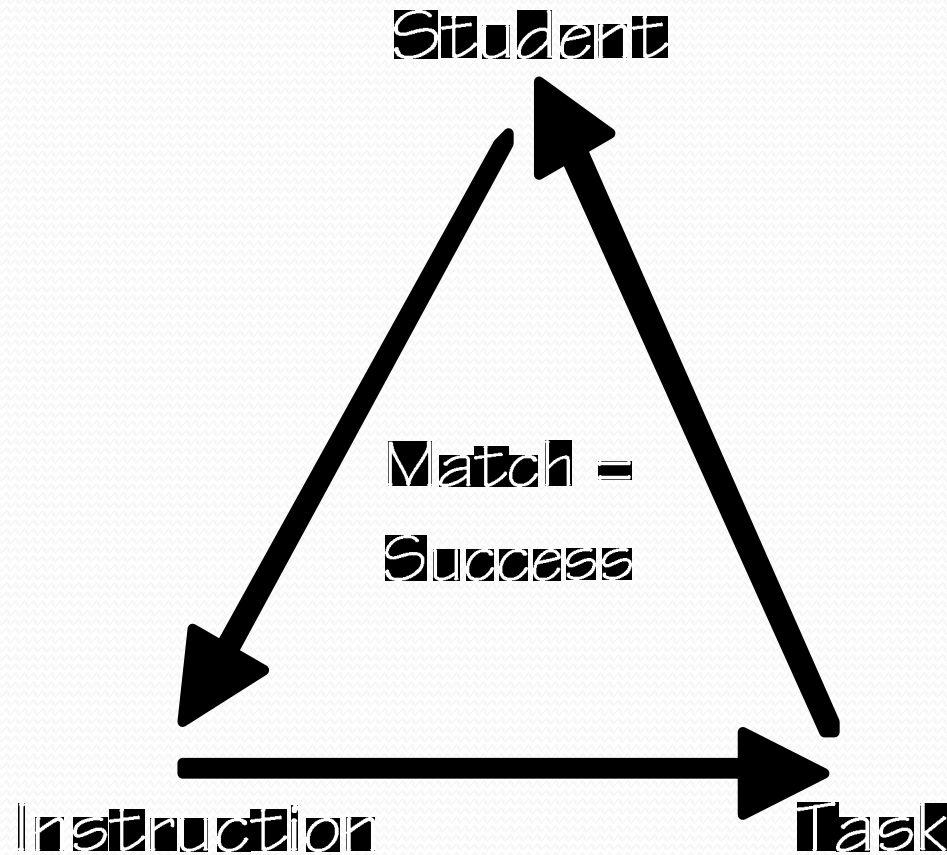
Instructional Consultation, Assessment and Team (ICAT)

- Case Managers work closely with the general education teachers.
- This IS a collaborative process.
- In this process, in-depth assessments, which focus on the core components of each subject area, are completed on students that are struggling.
- Once the concern area is identified in specific, observable terms, baseline information is collected.
- Research-based interventions are then implemented and monitored to ensure an instructional match has been established and maintained.
- Throughout this process, the Case Manager continues to work closely with the general education teacher.

Training in Instructional Consultation, Assessment and Teaming

Todd A. Gravois, Ph.D., Edward E. Gickling, Ph.D., Sylvia Rosenfield, Ph.D.





Adapted from Training in Instructional Consultation, Assessment and Teaming
Todd A. Gravois, Ph.D., Edward E. Gickling, Ph.D., Sylvia Rosenfield, Ph.D.



Above a general education teacher takes notes as he observes a Case Manager conduct an instructional assessment.

Below the student practices a strategy taught during the assessment.



Take Home: Connecting My Presentation to Indiana's Vision of RTI

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Thank you for your
time and patience!

Questions??

